

GLOSSARY

Adolescent developmental needs: systematic, organized, and successive change due to the continuous sequential physiological, psychological, social, and behavioral changes during adolescence, approximately between the ages of 10 and 19.

Bullying: a form of youth violence that includes (1) attack or intimidation with the intention to cause fear, distress, or harm that is either physical (e.g., hitting, punching), verbal (e.g., name calling, teasing), or psychological/relational (e.g., rumors, social exclusion); (2) a real or perceived imbalance of power between the bully and the victim; and (3) repeated attacks or intimidation between the same children over time (Ttofti and Ttofti, 2010). Bullying can occur in person or through technology (e.g., electronic aggression, or cyberbullying). Electronic aggression is bullying that occurs through e-mail, a chat room, instant messaging, a website, text messaging, or videos or pictures posted on websites or sent through cell phones.

Disciplinary actions: response actions and consequences that will be taken to prevent further incidents, including: verbal warnings, education, suspension, dangerous assessments, the opportunity for transfer, and/or report to law.

Evidence-informed strategies: strategies that target known risk and protective factors and take into account evidence-based strategies

Harassment: is physical, verbal, written, or psychological conduct that threatens to cause or causes harm or injury to another person.

Hazing: any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional or physical harm, regardless of the person's willingness to participate.

Healthy relationships: relationships that are respectful and nonviolent. It is clear that nonviolent relationships are those free from physical, sexual, and emotional violence. The following examples serve to highlight characteristics of respectful relationships that, if promoted, may have the potential to protect against violence in relationships: belief in nonviolent conflict resolution; effective communication skills; ability to negotiate and adjust to stress; belief in partner's right to autonomy; shared decision-making; and trust (CDC, 2008).

Healthy sexuality: a state of physical, emotional, mental, and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence (World Health Organization, 2002).

Interpersonal violence: the intentional use of physical force or power, threatened or actual, against another person or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation (Dahlberg and Krug, 2002). Research and programs addressing youth violence typically include persons between the ages of 10 and 24, although patterns of youth violence can begin in early childhood.

Intimidation: see Harassment

Mental health: a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (World Health Organization, 2001).

Organizational policies: also referred to as internal policies, these are rules or practices that an organization or agency sets for how it does business, conducts its activities, or interacts with staff and constituents. Organizational policies can cover topics such as hiring practices, training requirements, and expectations for professional behavior. Policies are often expressed in specific written documents, such as organizational by-laws, employee handbooks, staff protocols, and standard operating procedures.

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Protective factors: individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events; increase an individual's ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future (Kipke, 1999).

Policy: a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions and organizations

Prevention-intervention spectrum: states that primary prevention strategies should be used for the general population, while response strategies should be used for exposed youth, with some gradations between depending on the level of exposure in a community

Public policies: systems-based strategies such as regulations, laws, and ordinances. Regulatory policies are rules, principles, or methods established by government agencies that have regulatory authority for products or services. Legislative policies involve laws or ordinances passed by local, state, or federal governing bodies. Public policies can be established at the local, state, and federal levels. Policy strategies can be intended to influence personal decisions (e.g., permitting an individual to request a protection order from the court) or they can be intended to ensure that the environments and systems in which we live, learn, work, and play are safer (e.g., mandating reporting of abuse).

Response actions: variety of actions that can be taken in response to incidents or complaints of dating abuse. These may include implementing disciplinary actions for perpetration, creating accommodations (such as school-based stay away agreements), referring youth to school and/or community resources for services such as counseling, as appropriate, etc.

Risk factors: individual or environmental characteristics, conditions, or behaviors that increase the likelihood that a negative outcome will occur.

School connectedness: the belief by students that adults and peers in the school care about their learning as well as about them as individuals. Factors that can increase school connectedness include adult support, belonging to a positive peer groups, commitment to education, and school environment (physical environment and psychosocial climate) (CDC, 2009).

Social-ecological model: the complex interplay between individual, relationship, community, and society. Prevention strategies should include a continuum of activities that address multiple levels of the model. This approach is more likely to sustain prevention efforts over time than any single intervention.

Teen dating violence: physical, sexual, or psychological/emotional violence within a dating relationship, and stalking. Unhealthy relationships can start early and last a lifetime. The effects of TDV can also leave lasting scars, both physical and psychological. Dating violence often starts with teasing and name calling. These behaviors are often thought to be a "normal" part of a relationship, but they are associated with later and more serious violence like physical assault and rape. Other words that are used to describe TDV are relationship abuse, intimate partner violence, relationship violence, dating abuse, domestic abuse, and domestic violence

Title IX of the Education Amendments of 1972: states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." (20 United States Code Section 1681).

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